



Marina International School

P.O. Box 717
BANJUL
The Gambia
FARIMANG SINGATEH ROAD
BAKAU NEW TOWN

MARINA INTERNATIONAL SCHOOL ADDITIONAL LEARNING NEEDS (ALN) POLICY

1. Marina International School Guiding Statements

Vision

An internationally acclaimed and diverse community of students and staff committed to academic excellence and character development in a safe and caring environment.

Mission

Our Mission is to provide a holistic, student-centred education that enables students to reach their full potential and contribute to the progress of The Gambia and the world.

Motto

Service. Trustworthiness. Scholarship.

School Values

Respect

- Treating everyone with tolerance, acceptance, and understanding.
- Respecting ourselves, others, and the environment around us
- Valuing diversity in gender, age, ethnicity, faith, physical and intellectual abilities

Achievement

- Setting challenging but achievable targets
- Striving towards excellence in all endeavours
- Celebrating achievements in all the spheres of our community

Integrity

- Speaking the truth at all times, even when there is a cost
- Avoiding and disclosing all forms of dishonest practices, such as cheating and plagiarism.

Service

- Giving out time, talents, and resources to others without expecting a return
- Helping to build the broader community outside of Marina, especially the disadvantaged

Empathy

- Seeking to understand as well as to be understood
- Following the Golden Rule - Treating others with care and compassion
- Showing respect for the views of others even if we disagree

2. Policy Objectives

This policy outlines the school's commitment to supporting learners with Additional Learning Needs (ALN) and ensuring they have equitable access to education. Marina International School aims to:

- Identify and support learners with mild learning difficulties.
- Provide appropriate learning accommodations to help them access the curriculum.
- Work collaboratively with parents, teachers, and specialists to develop personalized learning strategies.
- Ensure that learners with ALN achieve their full potential in academic, social, and emotional development.
- Maintain a robust Learning Support Department to provide necessary interventions and support.

3. Definitions of Additional Learning Needs (ALN)

Learners with ALN at Marina International School are defined as those who have mild learning challenges that require additional support or accommodations to access the school curriculum effectively. These may include but are not limited to:

- Specific learning difficulties (e.g., dyslexia, dyspraxia)
- Attention difficulties (e.g., ADHD)
- Mild speech and language difficulties
- Emotional and social development challenges
- Learners with gifted and/ talented traits
- Learners joining Marina School from non-Cambridge curriculum schools

4. Admission of Learners with ALN

Marina International School welcomes learners who can access education with minimal accommodations. While the Marina International School may not be able to accommodate learners with severe or complex learning needs due to resource limitations the following steps will be taken during the admission process:

- An initial assessment to determine the learner's specific needs.
- Review of any existing educational or psychological reports.
- Collaborative discussion with parents to establish appropriate support strategies.

5. Identification and Assessment

- **Early Identification:** Teachers and parents are encouraged to raise concerns about a learner's development as early as possible.
- **Assessment:** The Learning Support Department conducts assessments to identify specific learning needs and recommend appropriate interventions.
- **Review:** Regular progress reviews are conducted to evaluate the effectiveness of interventions and support strategies.

6. Learning Support and Accommodations

The Learning Support Department offers the following services:

- **In-Class Support:** Assistance provided by learning support teachers to help learners engage with the curriculum.
- **Small Group Interventions:** Targeted sessions for learners needing additional support in specific areas.
- **Individualized Educational Plans (IEPs):** Personalized strategies to meet the learner's educational needs.
- **Access Arrangements:** Accommodations in assessments, such as additional time, separate rooms, or modified question formats.

7. Access Arrangements for Assessments

- The school provides access arrangements for both internal and external assessments for learners with documented special educational needs.
- Access arrangements may include additional time, readers, scribes, and separate testing environments.
- The Learning Support Department ensures compliance with examination board regulations.

8. Collaboration with Parents and External Specialists

- **Parent Involvement:** Parents are key partners in supporting learners with ALN. The school holds regular meetings to discuss progress and review support strategies.
- **External Specialists:** When necessary, the school collaborates with external specialists, such as educational psychologists and speech therapists, to provide comprehensive support.

9. Professional Development

- The school is committed to ongoing professional development for teachers to enhance their capacity to support learners with ALN.
- Training sessions focus on inclusive teaching strategies, differentiated instruction, and effective interventions.

10. Monitoring and Evaluation

- The Learning Support Department regularly monitors the progress of learners with ALN.
- Feedback from teachers, parents, and learners is used to assess the effectiveness of support strategies.
- The ALN policy is reviewed annually to ensure it remains relevant and effective.

11. The role of SENDCo

- Monitoring and managing the work of the Learning Support Department.
- Set up a resource base for the department and ensure that resources are appropriate and accessible for all staff.
- Manage the day-to-day operations of the School's ALN Policy.
- Liaise with and advise teachers on learners in the ALN register.
- Maintain the School's ALN register and oversee the records of all children with learning support needs.
- Liaise with parents of learners in the SEN register to achieve IEP targets.
- Liaise with external agencies and support agencies to receive services.
- Is a member of a multidisciplinary team and takes part in IEPs formation and implementation.
- Support subject teachers in planning and preparing differentiated activities/tasks for ALN learners. Use a weekly plan to plan, differentiate and monitor progress.

- Organise/ facilitate in-service training programs for teachers and teacher assistants.
- Custodian of all materials and equipment of the department.
- Research continuously on new trends in Special Education and related studies.
- Coordinate access arrangements for students.

12.The Place of the Child in the Department.

“Children have a right to be involved in making decisions and exercising choices” - SEND Code of Practice 2014

We encourage students to participate in their learning by:

- Listening to their views
- Encouraging independence
- Involving them in identifying teaching and learning strategies that work for them
- Discussing their IEPs with them

13. Links with Other Schools and Transfer Arrangements

We contact the previous school of any child with SEND transferring to Marina to enable us to benefit from previous knowledge of the child and to ensure prompt transfer of records.

The SENDco speaks with parents of new students requiring LS to discuss their child’s needs.

14. Procedures for Continuing/Discontinuing Pupils

Following the end of the instructional term, a decision is made to continue/discontinue the provision of supplementary teaching. The criteria on which this decision is based include:

- Has the pupil achieved some/all of the learning targets set
- Will the pupil be able to cope independently/semi-independently in the classroom learning context?
- The decision-making process involves consultation between the class teacher, the Learning Support Teacher and the pupil’s parents and account is also taken of the overall Learning support demands in the school.

15. Discarding of Obsolete Records

All records of learners who exit the school shall be discarded after 2 years from the date of exit from the department.

16. Policy Review

The policy will be reviewed after every three years.